

**A CLASSROOM DISCOURSE ANALYSIS IN THE TEACHING
LEARNING PROCESS OF ENGLISH IN SMA N I WONOSARI
KLATEN**



**Thesis Submitted to fulfill one of the Requirements for the Completion of
Magister Degree in Language Studies Program**

By:

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2011

APPROVAL

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This thesis has been approved by the Supervisors on May 4, 2011 in order to be
presented in front of the Board of Examiners.

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STATEMENT

This to certify that I myself write the thesis entitled A CASSROOM DISCOURSE ANALYSIS IN THE TEACHING LEARNING PROCESS OF ENGLISH IN SMA N I WONOSARI KLATEN

It is not a plagiarism or made by others. Anything related to others 'work is written in quotation, the source is listed on the bibliography.

If then, this pronouncement proves incorrect; I am ready to accept any academic punishment including the withdrawal or cancellation of my academic degree.

ABSTRACT

Dewi Pratistiningsih, S 20070040. A CLASSROOM DISCOURSE ANALYSIS IN THE TEACHING LEARNING PROCESS OF ENGLISH IN SMA N I WONOSARI KLATEN. Thesis. MUHAMMADIYAH UNIVERSITY OF SURAKARTA. 2011.

The research aims at 1) describing the types and the structures of classroom discourse in the teaching learning process of English in SMA N I Wonosari ,Klaten, 2) describing the characteristics of the language used in the teaching learning process of English in SMA N I Wonosari Klaten 3) describing the classroom conversation aspects revealed in the teaching learning process of English in SMA N I Wonosari Klaten.

This research is a descriptive qualitative research conducted in SMA N I Wonosari Klaten. The data in this research were teachers' spoken discourse in the classroom-interaction during the teaching learning process of English. The data were in the form of conversation recording in the class between teacher and student and then transcribed orthographically. The sample was taken in purposive sampling. The technique of data collection was done by using observation, recording, note, and interview technique. The data analysis technique used discourse analysis and qualitative interpretation. The analysis of the data was done at the same time with the collecting data process by applying the interactive model of analysis.

The result of the study can be briefly explained as follows: 1) the types of classroom discourse in the teaching learning process of English have the same type as the interaction analysis of Sinclair and Coulthard; 2) the structures of classroom discourse involves Transaction, Exchange, Move, and Act; 3) the transaction markers were used by the teacher in the form of Indonesian markers "ya", "nah" and some English markers "okay". "now"; 4) there are three types of exchanges occurring in the teaching learning process of English, they are opening exchange, questioning exchange, and requesting exchange; 5) the characteristics of the language used in the teaching learning process of English are described based on the phonology and the choice of language variation; 6) the phonology characteristics of the classroom discourse in the teaching learning process of English were found in the form of speech errors and mispronunciations of teacher's utterances; 7) the choice of language variation characteristics were found in the use of code-switching and code-mixing during classroom-interaction; 8) some classroom conversation aspects were likely in the form of pauses and overlaps which revealed in the teaching learning process of English also the occurrence of non-verbal signals.

Key words: discourse analysis, classroom discourse, classroom conversation aspects

MOTTO

*Love is a wheel that crushes everyone who follows its
movements;*

*But without love's crush we cannot feel how beautiful life
is*

Students' inspiration-

ACKNOWLEDGEMENT

In the name of Alloh, Most Gracious, Most Merciful,

The writer would like to express her best gratitude to God who has given the best blessing, so that she is able to complete her thesis entitled “A CLASSROOM DISCOURSE ANALYSIS IN THE TEACHING LEARNING PROCESS OF ENGLISH IN SMA N I WONOSARI KLATEN”.

The gratitude expressions are also addressed to Firstly; Prof. Dr. Markhamah, M.Hum as the Chief of Language Studies Magister, secondly; to Prof. Dr. M. Sri Samiati Tarjana as the First Consultant, thirdly; to Dra. M. Laila, M.Hum as the Second Consultant, Fourthly; Drs. Supardi, SH as the Headmaster of SMAN I Wonosari Klaten, Fifthly, Sumber Widada, S.Pd as the writer’s beloved husband and Nadhifa-Irfan the writer’s beloved daughter and son, and all people who give support.

The writer thinks that this thesis might be far from being perfect. There might be some constructive criticisms in order to make this thesis more perfect.

Surakarta, May 2011

The Writer

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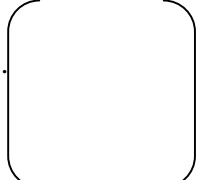
THE USE OF SYMBOLS

1. ...: pause

2. /? /: inaudible utterance

3. /**words**/: uncertain transcription

4. **CAPS** : emphatic stress

5.  : overlap

6. lengthened syllable


7. **Z**: the speech which follows the previous speech without perceptible pause

8. / /: phonetic transcription

9. **Italics**: Indonesian utterance

10. **Italics with underline**: Javanese utterance

11. (()): non-verbal interaction

12.  : the relation of exchanges in the teaching learning process

13. :: : prolong the stretch of syllable

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